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After a brief description of the FLES Latin program in the Philadelphia school district, this article proceeds to list changes in secondary school programs, in general, that will be stimulated by offering Latin at the elementary school level. Mentioned are such consequences as (1) an influx of average and below-average students, (2) the displacement of the grammar-translation method by visual-audio-lingual approaches, (3) the development of cultural and humanistic attitudes in learning and a moral approach to Latin literature, (4) a reevaluation of literary selections, (5) a longer study sequence, (6) interdisciplinary courses in the classics, and (7) new challenges for an expanded corps of teachers. (AF)

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FLES LATIN AND ITS NECESSARY CONSEQUENCES ON THE SECONDARY SCHOOL PROGRAM

Before listing the necessary consequences of FLES Latin on the secondary school program, let me very briefly describe the FLES Latin program currently operative in the School District of Philadelphia for those who may be unfamiliar with it.

Latin is now being taught in 28 different elementary schools throughout the city to over 1000 children mainly at the fifth grade level, though there are some fourth and sixth grade classes. The classes for the most part receive Latin instruction daily for 20 minutes from itinerant Latin teachers. The course which we call Romani Viventes et Dicentes (How the Romans Lived and Spoke) centers around the everyday life of an ancient Roman family. The objectives of the program are the expansion of the English verbal functioning of the children especially through a study of Latin roots and affixes, learning the elements of the Latin language audio-lingually, cultural enrichment especially through contrastive study of the past, and inculcating in children interest in the study of the Classics and the Humanities. Each teacher receives a multisensory instructional kit including locally prepared visual cues and tapes and commercially produced films, filmstrips, and study prints. The School Districts Division of Research is evaluating all aspects of the program. Thus far feedback from the children, the community, and administrators has been extremely favorable. It is our ultimate plan that all students in the School District of Philadelphia will have an experience with Latin in grades 5 and 6.

The necessary consequences of FLES Latin on secondary school programs in Philadelphia and elsewhere, as I see them, are as follows:

1. Latin programs in the secondary schools must be geared to the needs of all boys and girls. The old, time-honored view that foreign languages in general and Latin in particular are for the college bound or the intellectually elite only will have to be buried. Secondary school Latin teachers should expect a large influx of average and below average students into their Latin classes as a result of interest in the subject created by FLES Latin. Secondary teachers must be flexible enough to meet this change.

2. Traditional grammar-translation approaches to Latin in the secondary schools will have to be abandoned in favor of visual-audio-lingual approaches. A pupil who has known the joy of learning Latin as speech will simply not tolerate the dreary drudgery of the 19th century methodology used in so many secondary school Latin classrooms. In our FLES Latin program we have striven to take full advantage of the exciting advances in educational psychology, foreign language pedagogy, psycholinguistics, and structural linguistics. Secondary programs will have to do the same. We have constructed the curriculum of FLES Latin to articulate with the Encyclopaedia Britannica Latin instructional system Artes Latinae or with the Nature Method Institute's Lingua Latina secundum Rationem Naturae Explicata at the secondary level. More and more secondary teachers will have to familiarize themselves with these exciting and meaningful new materials.

3. Latin will have to be approached as a cultural and humanistic experience at the secondary level because FLES Latin pupils will be accustomed to this approach and will rebel at any attempt on the part of a secondary Latin teacher to teach merely the facts of Latin grammar. As Curriculum Writer for Greek and Latin I get to see a great many Latin teachers in action both in and out of Philadelphia. It is shocking to me to see how many secondary teachers teach the facts of Latin grammar with no reference to Classical Studies, the Humanities, how antiquity influences our own age, or what it all means to modern people. To add insult to injury they teach the facts of Latin grammar in a most unenlightened and uninspiring fashion with little or no cognizance of what lan-

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guages are and how they are learned. This sterile, inhumanistic, and inhumane approach to Latin must be abandoned.

4. The literature traditionally read in levels 2, 3, and 4 must be reevaluated in view of the fact that pupils who have had FLES Latin are accustomed to an interesting Latin curriculum. They will trudge wearily through Gaul, they will make war instead of love, they will put up with oratorical bombast with even more reluctance than their FLES-less predecessors. Secondary teachers must experiment with more relevant and meaningful literature that will turn teenagers on and unlock for them our tremendous aesthetic, linguistic, socio-political, and moral heritage from Greece and Rome.

5. A more oral approach to Latin literature will have to be adopted by secondary teachers in view of the interest of pupils who have had FLES Latin in the spoken aspect of Latin study. The old silent, dead, and deadly approach to Latin literature with its nauseating insistance on translation and minute grammatical analysis and almost total prohibition on spoken Latin must go. The majestic cadence of Cicero's Latinity, the balance of Pliny's prose, the lilt of Catullus' meter, the rich rime of medieval poetry-all these must be heard again in the Latin classroom. In short, we must return to the practice of the Greeks and Romans who-as E.B. Stanford in the excellent book The Sound of Greek has established-always read aloud and never silently. In keeping with this oral emphasis comprehension must be checked via oral Latin questions to be answered in Latin rather than through translation into English.

6. More levels of Latin study are needed at the secondary level. Since boys and girls are beginning Latin in grades 4, 5, and 6 and receiving all the advantages accruing to those who begin a language early, there will be greater depth of study and longer sequence at the secondary level.

7. FLES Latin-because it is concerned with Classical Studies and not n. with the Latin language-should stimu. the teaching of Classical Greek in t. high schools as well as interdisciplinary courses in the Classics. We in Philadelphia are already teaching Classical Greek at the Magnet Foreign Language School, viz., South Philadelphia High School, and plan a more widespread Greek Pilot Project for the fall of 1969. We have already begun curriculum development work for two interdisciplinary courses, viz., Our Greco-Roman Heritage through Films and the Role of Blacks in Antiquity. These courses - as well as others related to Classics that we are planning - will be taught at the Foreign Language Magnet School.

8. Since FLES Latin means the creation of more teaching positions in Latin, secondary school teachers must make talented young people aware of new opportunities and encourage them to go to college to major in the Classics. For our FLES Latin Pilot Project in Philadelphia we have been fortunate to get a small cadre of creative and passionately zealous teachers; as FLES Latin expands many more will be needed.

My remarks may seem a little harsh on secondary school Latin teachers but I think that in view of our enrollment problems at this level we must begin to "tell it like it is." To paraphrase Dr. Annette Eaton of Howard University it is traditional in America that a well packaged product that is really worthwhile will sell in spite of opposition or competition. In the secondary schools we must improve both our packaging and our product. FLES Latin will stimulate this long overdue improvement but the active and energetic efforts of secondary school Latin teachers are needed also.

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